

## WALHALLA SENIOR HIGH

151 Razorback Lane  
Walhalla, South Carolina 29691

**GRADES** 9-12 High School

**ENROLLMENT** 854 Students

**PRINCIPAL** Evie Hughes 864-638-4582

**SUPERINTENDENT** Dr. Valerie Truesdale 864-638-4000

**BOARD CHAIR** Harry B. Mays, Jr. 864-972-2136

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of High Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 17        | 7    | 0       | 0             | 0              |

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Excellent              | Good                      | N/A                             |
| <b>2002</b> | Excellent              | Good                      | N/A                             |
| <b>2003</b> | Excellent              | Good                      | No                              |
| <b>2004</b> | Excellent              | Excellent                 | No                              |

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

|                           | <b>Our School</b> |             |             | <b>High Schools with Students Like Ours</b> |             |             |
|---------------------------|-------------------|-------------|-------------|---|-------------|-------------|
| <b>Percent</b>            | <b>2004</b>       | <b>2005</b> | <b>2006</b> | <b>2004</b>                                 | <b>2005</b> | <b>2006</b> |
| <b>Passed 2 subtests</b>  | 79.7              | N/A         | N/A         | 80.5  | N/A         | N/A         |
| <b>Passed 1 subtest</b>   | 9.7               | N/A         | N/A         | 10.5  | N/A         | N/A         |
| <b>Passed no subtests</b> | 10.6              | N/A         | N/A         | 9.9   | N/A         | N/A         |

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

|                | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|----------------|-------------------|---|
| <b>Percent</b> | 96.9%             | 96.8%                                       |

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

| <b>Percent of</b>  | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|--|-------------------|---|
| <b>Seniors eligible for LIFE Scholarships at four-year institutions*</b> | 19.6              | 22.1  |
| <b>Seniors who met the SAT/ACT requirement</b>                           | 19.6              | 22.8  |
| <b>Seniors who met the grade point average</b>                           | 70.6              | 58.5  |

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

|                           | <b>Our School</b> | <b>High Schools with Students Like Ours</b> |
|---------------------------|-------------------|---|
| <b>Number of Students</b> | 164               | 279   |
| <b>Number of Diplomas</b> | 152               | 226   |
| <b>Rate</b>               | 92.7%             | 81.9%                                       |

**PERFORMANCE BY STUDENT GROUPS**

|                                | Exit Exam Passage<br>Rate by Spring 2004 |       | Eligibility for LIFE<br>Scholarship |      | Graduation Rate |       |                        |
|--------------------------------|--|-------|-------------------------------------|------|-----------------|-------|------------------------|
|                                | n  | %     | n                                   | %    | n               | %     | Met State<br>Objective |
| All Students                   | 160                                      | 96.9  | 153                                 | 19.6 | 164             | 92.7  | YES                    |
| <b>Gender</b>                  |  |       |                                     |      |                 |       |                        |
| Male                           | 84                                       | 97.6  | 78                                  | 19.2 | 82              | 90.2  | N/A                    |
| Female                         | 76                                       | 96.1  | 75                                  | 20.0 | 82              | 95.1  | N/A                    |
| <b>Racial/Ethnic Group</b>     |  |       |                                     |      |                 |       |                        |
| White                          | 146                                      | 97.9  | 135                                 | 21.5 | 143             | 92.3  | N/A                    |
| African-American               | 4  | I/S   | 5                                   | 0.0  | 5               | 100.0 |                        |
| Asian/Pacific Islander         | 0  | N/A   | 0                                   | N/A  | 0               | N/A   | N/A                    |
| Hispanic                       | 9  | 88.9  | 12                                  | 0.0  | 15              | 93.3  | N/A                    |
| American Indian/Alaskan        | 1  | I/S   | 1                                   | I/S  | 1               | I/S   | N/A                    |
| <b>Racial/Ethnic Group</b>     |  |       |                                     |      |                 |       |                        |
| Non disabled                   | 147                                      | 96.6  | 138                                 | 21.7 | 148             | 92.6  | N/A                    |
| Disabilities other than speech | 13                                       | 100.0 | 15                                  | 0.0  | 16              | 93.8  | YES                    |
| <b>Migrant Status</b>          |  |       |                                     |      |                 |       |                        |
| Migrant                        | 0  | N/A   | 0                                   | N/A  | 0               | N/A   | N/A                    |
| Non-migrant                    | 160                                      | 96.9  | 153                                 | 19.6 | N/A             | N/A   | N/A                    |
| <b>English Proficiency</b>     |  |       |                                     |      |                 |       |                        |
| Limited English Proficient     | 2  | I/S   | 4                                   | I/S  | 6               | 83.3  | N/A                    |
| Non-Limited English Proficient | 158                                      | 97.5  | 149                                 | 20.1 | 158             | 93.0  | N/A                    |
| <b>Socio-Economic Status</b>   |  |       |                                     |      |                 |       |                        |
| Subsidized meals               | 30                                       | 93.3  | 27                                  | 3.7  | 31              | 90.3  | N/A                    |
| Full-pay meals                 | 130                                      | 97.7  | 126                                 | 23.0 | 133             | 93.2  | N/A                    |

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 33.3%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 236   | 96.2            | 14.1                 | 26.4           | 30.4                | 29.1              | 66.5  | YES                                  | YES                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 131   | 96.2            | 20.6                 | 29.4           | 24.6                | 25.4              | 57.1  | N/A                                  | N/A                                    |
| Female   | 105   | 96.2            | 5.9                  | 22.8           | 37.6                | 33.7              | 78.2  | N/A                                  | N/A                                    |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 208   | 99.5            | 13.0                 | 23.2           | 32.4                | 31.4              | 70.5  | YES                                  | YES                                    |
| African-American   | 8   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Asian/Pacific Islander   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 20  | 60.0            | 25.0                 | 66.7           | N/A                 | 8.3               | 25.0  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 183   | 95.6            | 6.3                  | 22.9           | 34.3                | 36.6              | 77.7  | N/A                                  | N/A                                    |
| Disabled   | 53  | 98.1            | 40.4                 | 38.5           | 17.3                | 3.8               | 28.8  | YES                                  | YES                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | N/A                                  | N/A                                    |
| Non-Migrant  | 236   | 96.2            | 14.1                 | 26.4           | 30.4                | 29.1              | 66.5  | N/A                                  | N/A                                    |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 6   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 230   | 98.7            | 14.1                 | 26.4           | 30.4                | 29.1              | 66.5  | N/A                                  | N/A                                    |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 85  | 91.8            | 29.5                 | 33.3           | 24.4                | 12.8              | 46.2  | YES                                  | NO                                     |
| Full-pay meals   | 151   | 98.7            | 6.0                  | 22.8           | 33.6                | 37.6              | 77.2  | N/A                                  | N/A                                    |
| <b>Mathematics - State Performance Objective = 30.0%</b>           |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 236   | 96.2            | 16.7                 | 26.4           | 31.7                | 25.1              | 64.3  | YES                                  | YES                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 131   | 96.2            | 20.6                 | 26.2           | 26.2                | 27.0              | 60.3  | N/A                                  | N/A                                    |
| Female   | 105   | 96.2            | 11.9                 | 26.7           | 38.6                | 22.8              | 69.3  | N/A                                  | N/A                                    |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 208   | 99.5            | 15.0                 | 26.1           | 31.9                | 27.1              | 65.7  | YES                                  | YES                                    |
| African-American   | 8   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Asian/Pacific Islander   | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| Hispanic   | 20  | 60.0            | 33.3                 | 33.3           | 25.0                | 8.3               | 41.7  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not Disabled   | 183   | 95.6            | 4.6                  | 28.0           | 37.1                | 30.3              | 75.4  | N/A                                  | N/A                                    |
| Disabled   | 53  | 98.1            | 57.7                 | 21.2           | 13.5                | 7.7               | 26.9  | YES                                  | YES                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | 0   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   | N/A                                  | N/A                                    |
| Non-Migrant  | 236   | 96.2            | 16.7                 | 26.4           | 31.7                | 25.1              | 64.3  | N/A                                  | N/A                                    |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 6   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 230   | 98.7            | 16.7                 | 26.4           | 31.7                | 25.1              | 64.3  | N/A                                  | N/A                                    |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 85  | 91.8            | 34.6                 | 21.8           | 29.5                | 14.1              | 50.0  | YES                                  | NO                                     |
| Full-pay meals   | 151   | 98.7            | 7.4                  | 28.9           | 32.9                | 30.9              | 71.8  | N/A                                  | N/A                                    |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

|  | <b>Our School</b> | <b>Change from Last Year</b> | <b>High Schools with Students Like Ours</b> | <b>Median High School</b> |
|--|-------------------|------------------------------|---|---------------------------|
|--|-------------------|------------------------------|---|---------------------------|

**Students (n= 854)**

|  |       |                 |        |       |
|--|-------|-----------------|--------|-------|
| Retention rate   | 4.0%  | Down from 5.2%  | 7.7%   | 9.1%  |
| Attendance rate  | 97.6% | Up from 97.3%   | 95.7%  | 96.0% |
| Eligible for gifted and talented   | 15.6% | Up from 10.2%   | 11.8%  | 5.8%  |
| With disabilities other than speech  | 17.7% | Up from 16.4%   | 11.6%  | 12.7% |
| Older than usual for grade   | 6.4%  | Down from 6.9%  | 7.5%   | 9.8%  |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 3.0%  | Down from 4.4%  | 1.6%   | 1.6%  |
| Enrolled in AP/IB programs   | 13.5% | Up from 9.7%    | 20.4%  | 10.2% |
| Successful on AP/IB exams  | 72.9% |                 | 55.9%  | 53.8% |
| Annual dropout rate  | 1.7%  | Down from 2.9%  | 2.3%   | 2.7%  |
| Career/technology students in co-curricular organizations                  | 8.4%  | Down from 8.6%  | 0.0%   | 3.6%  |
| Enrollment in career/technology center courses                             | 641   | Up from 611     | 597    | 466   |
| Students participating in worked-based experiences                         | 16.7% | Down from 27.3% | 17.1%  | 25.7% |
| Career/technology students mastering core competencies                     | 92.1% | Up from 67.4%   | 77.4%  | 77.7% |
| Career/technology completers placed  | 94.1% | Up from 93.8%   | 100.0% | 99.3% |

**Teachers (n= 53)**

|   |           |                  |           |           |
|---|-----------|------------------|-----------|-----------|
| Teachers with advanced degrees                      | 60.4%     | Down from 63.5%  | 59.4%     | 52.0%     |
| Continuing contract teachers                        | 83.0%     | Down from 86.5%  | 85.4%     | 82.1%     |
| Highly qualified teachers**                         | 97.6%     | N/A              | 91.3%     | 89.5%     |
| Teachers with emergency or provisional certificates | 4.3%      |                  | 6.2%      | 8.6%      |
| Teachers returning from previous year               | 92.3%     | Up from 90.8%    | 89.2%     | 86.2%     |
| Teacher attendance rate                             | 95.4%     | Down from 96.9%  | 95.8%     | 95.3%     |
| Average teacher salary                              | \$41,365  | Up 1.0%          | \$42,171  | \$41,060  |
| Prof. development days/teacher                      | 13.2 days | Up from 9.4 days | 10.5 days | 10.6 days |

**School**

|   |           |                   |           |           |
|---|-----------|-------------------|-----------|-----------|
| Principal's years at school                   | 4.0       | Up from 3.0       | 4.0       | 3.0       |
| Student-teacher ratio in core subjects        | 28.5 to 1 | Up from 27.5 to 1 | 27.9 to 1 | 26.4 to 1 |
| Prime instructional time                      | 92.0%     | Down from 93.0%   | 90.6%     | 90.0%     |
| Dollars spent per pupil*                      | \$6,091   | Up 3.1%           | \$6,066   | \$6,310   |
| Percent of expenditures for teacher salaries* | 57.9%     | Up from 51.1%     | 58.2%     | 57.9%     |
| Opportunities in the arts                     | Excellent | No change         | Excellent | Excellent |
| Parents attending conferences                 | 97.5%     | No change         | 88.3%     | 89.3%     |
| SACS accreditation                            | Yes       | No change         | Yes       | Yes       |
| Character development program                 | Average   | N/A               | Good      | Good      |

\* Prior year audited financial data are reported.

|   | <b>Our District</b>    | <b>State</b>               |
|---|------------------------|----------------------------|
| Highly qualified teachers in low poverty schools**  | 91.0%                  | 92.0%                      |
| Highly qualified teachers in high poverty schools** | N/A                    | 91.1%                      |
|   | <b>State Objective</b> | <b>Met State Objective</b> |
| Highly qualified teachers in this school**          | 65.0%                  | Yes                        |
| Student attendance in this school                   | 95.3%                  | Yes                        |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Walhalla High School is located in the northwest corner of South Carolina in Oconee County. We have a student population of approximately 850 with 54 full time faculty and eight support staff. Our student population is 13% minority with an overwhelming 11% comprised of Hispanic students, which form a vibrant and growing segment of our community. Our special needs department serves approximately 175 students in both Learning Disabled Resource and certificate path classrooms.

In addition to all core academic courses, Walhalla students have excellent opportunities in the arts through two itinerant Fine Arts teachers providing strings and dance instruction and three full time Fine Arts faculty. Our Modern World Languages department offers four years of instruction in both French and Spanish. We also offer all four levels of instruction in Latin. Other departments hold nationally recognized programs set on making all students successful.

Walhalla High has many accomplishments of which to be proud. We believe in promoting a well rounded program where all have opportunities to be successful in academics, arts, and athletics. Listed below are only a few of the major accomplishments achieved by our students in conjunction with hardworking faculty and coaches.

Academically our SAT and ACT averages have been above state and national averages for the past three years, and we received the Palmetto Gold award for 2001, 2002, and 2003. Walhalla received again this year an SAT incentive award from the district. Our first time passage of state exit examination was in the top 10% in the state. Walhalla High students achieved an 80% pass rate overall on AP exams at 3 or higher with a 100% passing rate on the AP Calculus exam.

In other areas, Walhalla has garnered regional championships in basketball, tennis, and soccer. Our athletes have competed and won upper state championships in wrestling, and we had one player named to the North-South football team. Our Fine Arts program has enjoyed an overall increase in enrollment this year. Among their success were a student being accepted to the Joffrey Ballet Summer Institute, three choral students being selected for All-State Chorus, choral participation in the Tilles Festival in New York City and 21 students selected for the All-County Band. Again this year we had students win national and regional events in the History Day competition, national career and technology contests, and drafting and design competitions.

With all these accomplishments we still have areas we would like to see strengthened. Our ninth grade students continue to struggle with academics. While we had a decrease in the number of failures, we are still concerned about making all students successful. Student attendance continues to be an issue with many students not receiving credit due to excessive absences. We will also begin to focus on efforts to make the senior year more meaningful with consideration being given to an extensive senior project.

Donald Lawrimore, Principal  
Rick Phillips, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 58              | 151              | 112             |
| <b>Percent satisfied with learning environment</b>            | 94.5%           | 84.7%            | 91.1%           |
| <b>Percent satisfied with social and physical environment</b> | 96.2%           | 88.6%            | 83.9%           |
| <b>Percent satisfied with home-school relations</b>           | 94.5%           | 89.3%            | 64.0%           |

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.